New Course

Part 1: Course Details

Division/Department requesting change: Business

Course developer name and contact information: Chris Culver

Division Dean: Chris Rehn

Academic year (e.g., 2018-19) change will take effect: 2018-2019

TYPE OF PROPOSAL

- New course (brand new course or courses that have not been offered in three or more years)
- Currently a 199 or 299 experimental course? Attach the 199/299 course outline or syllabus
- New 199/299 experimental course (May be offered two times over a two-year period. After that, experimental courses to be submitted as a new course.)

TYPE OF COURSE

- Lower Division Collegiate
- Professional/Technical
- Developmental, numbered below 100

COURSE NUMBER AND TITLE

To determine a transfer course number, check the Catalog of Lower Division Collegiate Courses or do a web search for schools with similar courses. For CTE, look at schools with similar courses or contact the Curriculum Office for help.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Short Course Title for Banner (30 character limit)</th>
<th>Full Course Title for print catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT 253</td>
<td>Digital Marketing</td>
<td>Digital Marketing</td>
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</table>

COURSE DESCRIPTION (aim for 300-400 characters/approximately 60-70 words) For help and examples, see Sample Course Descriptions.

This course will demonstrate how the web enables market research on prospects' needs and wants. It will identify which tools can be used to collect data about customers and illustrate how digital marketing resources bring into focus the profiles and behaviors of market segments. The course will focus on digital marketing tools and how to evaluate their effectiveness.

Incomplete forms will be returned | Curriculum changes must have dean approval | Submit completed forms to xxyxxxyy(link to online submission form)
PREREQUISITES, CO-REQUISITES, GRADE OPTIONS, CREDITS

Prerequisite courses: _None________
Placement test code and scores (e.g., 4cpa score of 75-120; if you need a code, contact testing)
None____________________

Co-requisite courses: _None

Grade Option:  □ Graded (with P/NP option)  □ Pass/No Pass only

Repeatable for credit?  _No__

<table>
<thead>
<tr>
<th>Credit Breakdown</th>
<th>Contact Hours Per Week</th>
<th>Contact Hour Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>4</em> Lecture</td>
<td><em>4</em> Lecture</td>
<td>1 lecture = 1 contact hour</td>
</tr>
<tr>
<td>_ ___ Lecture/Lab</td>
<td>___ Lecture/Lab</td>
<td>1 lecture/lab = 2 contact hours</td>
</tr>
<tr>
<td>_ ___ Lab</td>
<td>___ Lab</td>
<td>1 lab = 3 contact hours</td>
</tr>
<tr>
<td>_ ___ Total Credits</td>
<td>___ Total Contact Hours per week</td>
<td></td>
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</table>

Part 2: Rationale, Equity, Library Resources, Course Overlap

RATIONALE AND CONTEXT  Describe the context and rationale for the new course. How will this course meet the needs of transfer students or employers? What is the demand for this course? How does this proposal further the goals of the program or department? Provide as many details about this new course as possible.

The department is currently restructuring the Business Management AAS degree to contain a variety of areas of concentration. The focus areas will improve the potential employability of students by helping them acquire specific marketable skill sets. The Digital Marketing course is one of four directed electives that creates a concentration in sales and marketing. Digital marketing is the revival of a course previously titled Internet Marketing. The Internet Marketing course previously served as an elective and achieved adequate fill rates. The prior course was of interest to both students and community members. The department and advisory committee are confident that demand for the new digital marketing course will outpace prior demand and need. The course and concentration area should help to improve the department's completion and employment rates.

CURRICULUM EQUITY STATEMENT Please do not copy/paste the COPPS equity statement. Reflect how your course supports equity. To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

The department has a history of supporting a larger percentage of females, dislocated workers, and international students than the college as a whole. This course and concentration area will add diversity to the department's program offerings. These additional offerings should appeal to new and unique students groups. It is our hope that the concentrations will allow students with different and unique skills and aspirations to become part of the business community. Digital marketing tools are eroding the scale and barrier to entry impediments that small to medium sized companies face. We anticipate these changing market dynamics will create additional opportunities for socially responsible entities, sustainability-focused firms, and minority-focused entities. We hope to position economically disenfranchised business students to be participants in these growing sectors.

Revised 9/2017  2
LIBRARY CONSULTATION  Please contact your liaison librarian to schedule a 30+ minute individualized instructional consultation and collaboration session. In addition to your specific course-related questions, your librarian will be prepared to share:

- Library resources and services that support your teaching and student learning needs
- OER (Open Educational Resources) options that align with your program and course curriculum
- Strategies for integrating the development of information literacy skills into course content and/or assignments

Please allow one week for the librarian to prepare for your consultation. If you are not sure who your liaison librarian is, you can either look it up on the Library’s website or call the Library Reference Desk at 463-5355. (Librarian signature required above.)

COURSE OVERLAP  Indicate any topic/content overlap with other courses. How will this course’s topics and content be differentiated? If there is overlap, faculty of overlapping courses must agree on the extent of overlap and include a rationale explaining its necessity. The dean of the division in which overlap occurs must sign approval (see checklist).

<table>
<thead>
<tr>
<th>Division/department</th>
<th>Course Number / Title</th>
<th>Rationale</th>
<th>Dean of overlap course (name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CAREER/TECHNICAL COURSE TRACKING (required only for career/technical courses)

Career/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

<table>
<thead>
<tr>
<th>Programs in which course will be required</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management AAS</td>
<td>Business</td>
</tr>
</tbody>
</table>

Part 3: Outcomes, Assessments, Topics

LIST COURSE OUTCOMES, CORE LEARNING OUTCOMES (CLOS), AND ASSESSMENTS  The information in this section should be used to create your course outline and syllabus.

<table>
<thead>
<tr>
<th>Core Learning Outcomes and Dimensions covered or assessed in the course. You do not need a CLO for each course outcome.</th>
<th>COURSE-LEVEL LEARNING OUTCOMES (course outcomes)</th>
<th>ASSESSMENTS Include specific assignments you will use to measure/observe student attainment of outcomes. Some assignments may be used for multiple outcomes. For assessment ideas see Authentic Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What will the student know or be able to do at the end of the course? Write outcomes that are measurable, observable, or demonstrable. See this list of measurable outcomes.</td>
<td></td>
</tr>
<tr>
<td>CLO 1: Think critically</td>
<td>EXAMPLE Describe and explain general plant structure and function in relation to plant growth and development</td>
<td>Research paper and oral presentation</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>1.2 Determine information need, find and cite relevant information</td>
<td>Outcome text here / add rows as needed</td>
<td>Assessment type/name here</td>
</tr>
<tr>
<td>CLO info here</td>
<td>Apply situational analysis to marketing planning and implementation.</td>
<td>Project</td>
</tr>
<tr>
<td>1.1 Identify and define key issues</td>
<td>Design marketing plans that include digital communications, customer relationship management, and customer feedback.</td>
<td>Project</td>
</tr>
<tr>
<td>3.1 Experiment with possibilities that move beyond traditional ideas or solutions. Embrace ambiguity and risk mistakes. 4.1 Select an effective and appropriate medium.</td>
<td>Map the roles and responsibilities of internal participants in internet marketing efforts.</td>
<td>Project, Exam</td>
</tr>
<tr>
<td>1.4 Integrate other relevant points of view of the issue.</td>
<td>Facilitate online marketing strategies and identify viable tools and resources while simultaneously addressing concerns regarding surveillance and privacy.</td>
<td>Project, Exam</td>
</tr>
<tr>
<td>3.2 Explore or resolve innovative and/or divergent ideas and directions, including contradictory ideas.</td>
<td>Identify, monitor, and analyze demographic and consumer behavior data.</td>
<td>Project</td>
</tr>
<tr>
<td>1.5 Evaluate supporting information and evidence</td>
<td>Design marketing mixes that include digital media.</td>
<td>Project</td>
</tr>
<tr>
<td>5.2 Apply skills, abilities, theories or methodologies gain in one situation to new situations to solve problems or explore issues.</td>
<td>Monitor, evaluate, and utilize as appropriate emerging digital marketing tools and resources.</td>
<td>Research Paper</td>
</tr>
<tr>
<td>3.3 Utilize technology to adapt to and create new media.</td>
<td>Optimize marketing communications for various digital platforms including social media platforms.</td>
<td>Project, Exam</td>
</tr>
<tr>
<td>4.1 Select an effective and appropriate medium. 4.3 Organize the message to adapt to cultural norms, audience, purpose, and cultural context.</td>
<td>Evaluate and promote sustainable, ethical marketing practices that account for the various values of different stakeholders.</td>
<td>Project, Exam</td>
</tr>
<tr>
<td>2.2 Evaluate diverse values and perspectives of others. 2.3 Describe impact of diverse values and perspectives on individuals, communities, and the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.6 Reflect on successes, failures, and obstacles</td>
<td>Continuously improve marketing's contribution by understanding consumer behavior and search engine logarithms.</td>
<td>Project, Exam</td>
</tr>
</tbody>
</table>

Are Lane’s Core Learning Outcomes emphasized in this course, and measured or demonstrated through course assessments? Please indicate which Core Learning Outcomes and Dimensions are linked to your course outcomes. Need help? Contact Tammy Salman, Faculty Coordinator, Assessment and Curriculum Development or Sarah Lushia, Core Learning Outcomes Coordinator.

COMPETENCIES AND TOPICS COVERED (course outline)

Example: Course Outline Sample (from COPPS)

Introduction to Internet marketing resources and comparing E-Commerce vs. traditional marketing processes.

Planning online marketing activities and implementation actions.

Virtual stores and Internet marketing resources and tools.

Market segmentation and integration of the promotional mix.

Customer relations and data collection techniques.

Establishing and promoting digital sales, experiences, and interactions.

Internet security issues.

Business-to-business Internet marketing.

Ethics and legality of digital marketing.

Looking toward the future and anticipating Internet marketing needs.

Utilizing search engine optimization techniques and analytics to continuously improve performance in digital arenas.

Part 4: Financial and Student Impact

Financial Impact Analysis

Describe the financial impact of the proposed course, including: including: Instructional costs; workload (both FT and PT faculty and classified staff); physical space requirements (e.g., labs); additional equipment needs; additional fees; any cost reductions.

Requires the offering of one additional section annually be-by the business department. Due to curriculum redesign and consolidation, other sections are likely to be eliminated. The net impact is likely to be neutral overall.

Student Impact Analysis

Describe the proposed course’s potential impact on students, including: Effect of changes on program requirements, articulations, cost, credit load, avoiding excess credits in transfer, financial aid credit limits, completion, and enrollments; determination of how new/revised courses transfer to four-year schools (please consult with your advisor).
The course will become part of a series of changes to the Business Management AAS degree. This course will make possible a concentration or focus area in marketing. The focus or concentration area will give students a more focused set of skills and knowledge that will enhance their employment prospects. Since this is part of a program redesign effort, it will have no impact on cost, credit load, and financial aid credit limits. We anticipate the changes having positive impacts on completion and enrollments. This is not a transfer course.

Part 5: Degree Requirements Applications (if applicable)

If applying for any of the following, check the appropriate boxes and include your completed degree requirements forms with this course proposal. Go to the Curriculum Office website to download the appropriate forms.

☐ AAOT (Career Technical courses not eligible)
  ☐ Arts & Letters
  ☐ Cultural Literacy
  ☐ Information Literacy
  ☐ Mathematics
  ☐ Science /Computer Science
  ☐ Social Sciences
  ☐ Speech/Oral Communication

☐ Health/Wellness/Fitness (all degrees)
☐ Human Relations designation (for AAS degrees and certificates)
☐ Sustainability course status (optional)

College Approval (before signing, please see Curriculum Committee recommendations for this course in the committee’s meeting minutes)

[Signature]
Date

[Signature]
Date

[Signature]
Date

Executive Dean for Academic Affairs
Vice President for Academic & Student Affairs

Revised 9/2017
NEW COURSE Checklist/Signatures:
Complete checklist, signatures and submit with proposals for Curriculum Committee review

Part 1: Course Details
☒ Division/department info; course developer info; academic year change is desired to take effect
☒ Course Details section filled out completely (prerequisites, co-requisites, grade options, credits, etc.)
☒ Course number, title, and description (brief overview, for student audience, avoids jargon)

Part 2: Rationale, Equity, Library, Course Overlap
☒ Rationale and context for proposal
☒ Curriculum equity statement
☒ Library consultation completed
☒ Course overlap (if applicable); dean approval required

Part 3: Outcomes, Assessments, Topics
☒ Proposal includes learning outcomes, assessments, major course topics (course outline)

Part 4: Financial and Student Impact
☒ We have conducted a financial impact analysis, with the division dean, of the proposed course, including:
   Additional instructional costs; workload (both FT and PT faculty and classified staff); physical space requirements
   (e.g., labs); additional equipment needs; additional fees; any cost reductions
☒ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.
   Explain additional costs: None likely
☒ We have conducted a student impact analysis, with the division dean, of the proposed course, including:
   Effect of changes on program requirements, articulations, cost, credit load, avoiding excess credits in transfer,
   financial aid credit limits, completion, and enrollments; determination of how new/revised courses transfer to
   four-year schools (particularly in Oregon)

Part 5: Degree Requirements Applications (if applicable)
☒ Degree requirements (AAOT, Human Relations, Cultural Literacy) forms submitted along with new course form

ADDITIONAL INFORMATION
☒ We have informed the High School Connections Office about this new course. Contact x3289.
☒ We have informed Co-operative Education about this new course. Contact x5203
☒ Reviewed by faculty (discipline team and/or those affected by this new course, including those in other divisions,
   departments, and programs). [Date reviewed xx/xx/xx]
☒ Career technical programs: The Advisory Committee has been involved in this curriculum revision.
☒ We contacted Academic Technology Center about developing an online course version (if applicable)

Additional instructional costs (if applicable)
☒ Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Explain
   additional costs: None Likely

Special fees (if applicable)
☒ Fee rationale and request forms were completed and turned in on [mm/dd/yyyy] (see COPPs Fees: Special)

Minimum Course Certification Standards form filled out (required)
☒ Minimum course certifications and instructor qualifications are filled out and will be submitted to Academic and
   Student Affairs office (Bldg. 3, main campus) at the same time as course documents. Contact x5120 for help.

Department review and signatures (required prior to submission to Curriculum Committee)
☒ Division Dean (signature indicates proposal is approved by dean, complete, and ready for Curriculum Committee)
   Date: 1/21/17
☒ Administrative Coordinator (signature denotes review) Date: 1/29/17
☒ Librarian (signature denotes review) Date: 12/21/17
☒ Signature of dean approving course overlap (if applicable) N/A Date:

Incomplete forms will be returned | Curriculum changes must have dean approval | Submit completed forms using the online submission at
https://www.lanecc.edu/currsched/submit-curriculum-proposals